



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 113651

DfES Number: 523776

INSPECTION DETAILS

Inspection Date 09/07/2004
Inspector Name Christine Clint

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Play Centre Pre-School
Setting Address 102 The Street
Rustington
Littlehampton
West Sussex
BN16 3NJ

REGISTERED PROVIDER DETAILS

Name The Committee of Play Centre Pre-School 277549

ORGANISATION DETAILS

Name Play Centre Pre-School
Address 102 The Street
Rustington
Littlehampton
West Sussex
BN16 3NJ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

The Play Centre Pre-school first registered as a community crèche facility in 1992 and offered pre-school sessions a year later. The current accommodation is situated in the Arun Community Church premises, in the main street of Rustington, close to all amenities and available to a wide residential area. The registration is for 15 children aged between 2 and 5 years who are cared for by 3 staff. The majority of staff hold qualifications in child care and education or are working towards a qualification. All staff are currently trained in first aid. The pre-school offers morning and afternoon sessions during the week which coincide with school term times. Children have regular access to the large rear garden which is secure. There are currently 50 children aged 3 and 4 years who have funded educational places and the pre-school offers support to children with additional needs.

How good is the Day Care?

The Play Centre Pre-school provides good quality care for children. There are effective procedures to ensure that all adults hold clearances and organised routines to provide a good ratio of staff: children. The ongoing levels of staff training have increased knowledge and understanding of child care. The pre-school is well equipped with a stimulating and accessible range of play provision that is rotated for free play. Space is well used and children enjoy daily access to the large garden. Relevant documentation is maintained across all areas of the provision to ensure effective management and to promote the welfare of children.

Staff are well deployed and supervise children at all times, safety has a high priority and the risk assessment procedure identifies garden and building issues. There are hygienic routines for cleanliness and all staff are trained in first aid. They are aware of requirements for notifying illness and accidents, and for keeping records. The routines for providing fruit at snack time are well established, children bring and enjoy their own fruit; drinks are regularly available. Staff have a caring ethos and a non-discriminatory approach to including all children, they gain individual knowledge of children through the key worker system and provide play plans for children with additional needs, these are shared with parents. A thorough policy and procedure is

in place for child protection, but is not fully shared with parents.

Staff are dedicated to promoting children's welfare, they plan and provide a wide range of opportunities for children's development. They are good role models and reinforce desirable behaviour with positive encouragement.

Parents are happy and supportive, they join in with sports day and attend parents evening. There is good verbal exchange between staff and parents before and after sessions but parents have limited opportunities to read information on the notice board or enter the provision.

What has improved since the last inspection?

Not applicable

What is being done well?

- Routines for safety and hygiene are effectively included in all areas of the pre-school. Staff clean floors and surfaces swiftly during the session, they ensure that equipment is hygienic and they encourage children to assist at tidy-up time. Security in the premises is well monitored and all areas of the provision are included in the risk assessment process which is recorded.
- Staff are continually involved with children's imaginary play in the home corner, they participate in picnics, discuss telephone conversations, talk about food and help with babies. They follow the flow of children's thought patterns and are prepared to change direction when required; staff have a good understanding of children's needs.
- The regular use of the garden and freedom for children during outside play. Staff provide a wide variety of apparatus and encourage children to use it, for example, showing children how to balance on the beam by spreading out their arms. Children and staff play ball games and use hoops with enthusiasm. Children learn to share the wheel toys.
- The management hold excellent port folios for all staff. Details of clearances, training and regular appraisals are in place. An induction process is followed for all new staff and training is strongly encouraged. There are close links with the early years network for mentoring, staff training and advice.

What needs to be improved?

- the arrangements to share child protection procedures with parents;
- the procedures to give parents access to the provision and to read the notice board.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
12	Ensure that parents have opportunities to share displayed information.
13	Ensure that all parents are informed of the pre-school procedures for child protection.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The Play Centre Pre-school offers high quality provision for nursery education where children are making very good progress in all of the early learning goals.

Teaching is very good. All staff have a good knowledge of the Foundation Stage of learning, they recognise children's development and record their observations. They use effective questioning skills to extend areas of learning and are involved with children at all times; they manage their behaviour competently. Planning is in place and includes examples of what children are expected to learn. Staff are prepared and organised for all activities, they show an understanding of individual children, but there are times when the more formal teaching methods do not give older more able children enough challenge and this is not identified in the planning. Children's individual observation and assessment records are not used to inform future planning.

Leadership and management is very good. There are excellent systems in place for managing the provision and an organised approach to record keeping and filing documentation. Efficient procedures are followed for employing staff and appraisal systems are regular and recorded. Good links are established with the local early years network for support and guidance and the pre-school has close links with the community church. The systems for identifying the strengths and weaknesses of the pre-school and for monitoring the educational provision are not fully defined.

Partnership with parents is generally good. Parents are encouraged to attend for special occasions, they show support for their children on sports day and enjoy open evenings. Parents are aware of their child's key worker and can liaise regularly, staff offer a friendly welcome and exchange at collection times. Parents give full information when children enter the pre-school, although they do not contribute regularly to their children's records of development.

What is being done well?

- The continual involvement of staff in children's play. There is a clear understanding from all staff of the importance of following children's imaginary patterns of play, they ask relevant questions and extend ideas, they are involved in pretend play. Staff use props during regular routines for gaining children's attention and adding variety. They improve children's knowledge of the wider world by introducing simple information from other countries and linking this to songs and stories.
- Methods to increase children's understanding of sharing and managing their behaviour are very good. Staff are excellent role models they have a gentle approach and explain situations well. Children are praised for understanding about sharing.

- The opportunities for playing outside are well managed. Children have regular access to the large lawned garden, they use the wide variety of play equipment with enthusiasm and learn to take turns in the wheel toys. When the weather is fine, staff take advantage and set up many regular activities outside, they use the large tree for shade and have drinks, snacks and story time beneath it.
- Organisation and management has clearly defined roles and responsibilities. There are efficient systems for tracking staff clearances and full records are held of staff training and appraisal. The church trustees are interested and involved in systems to monitor staff and in the inspection process.

What needs to be improved?

- the planning to include challenges for older or more able children
- the use of individual assessments for children, to influence future planning and monitor the provision for children
- the involvement of parents in their children's ongoing development

What has improved since the last inspection?

The pre-school has made generally good progress since the last inspection. The provider was asked to ensure a greater consistency of challenge for older children and to extend opportunities for writing and recording mathematics.

An action plan was formulated and implemented to include a daily writing table, which children can use freely and can transfer to their role play. All four year old children can read and write their own names and include spontaneous writing on their own work.

Children's levels of understanding in mathematics are clearly supported through practical activities and these are recorded in the staff observations and assessments.

However there is still a lack of challenge at times for older children to progress during formal teaching times.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have ample opportunities to develop self confidence and self esteem, they are praised for their efforts and achievements during activities and in pre-school routines. There are well-established relationships between children and they are encouraged to care for each other. They respond well to staff and are learning to manage their own behaviour. Children are happy, motivated and involved, there are links with the wider community through family and staff involvement with the church.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use language well to communicate with staff and each other, they describe events in their lives and transfer these thoughts to imaginary play, they express ideas and feelings. Children listen to stories and take part in action rhymes, they have opportunities to read to each other from pictures and can remember and recount stories. They can recognise letters and link sounds and writing to letters. All four year old children can read and write their own names.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Many examples of numbers and counting are included in free play activities. Staff encourage children to count and use mathematical and positional language naturally in conversation. Simple calculating is used well at registration time; staff clearly identify two sets of numbers and children use addition to combine them. Children identify shapes, compare sizes and discuss quantity. They can recognise and repeat patterns during printing and match pattern shape and size in activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have opportunities to observe living things and natural growth, they talk about and identify sea creatures. They show an interest in the weather and older children can explain thunder. Children design and make models with plastic meccano, they have clear ideas of what they want to achieve. They identify people and routines from home, which they use in their imaginary play. Children learn about other cultures through activities, they follow simple prayers and bible stories.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children enjoy using a wide variety of equipment to increase their skills of mobility in the garden. They climb, slide, balance and hop with enthusiasm. They travel around the perimeter path on wheel toys and respond to staff involvement in ball games and obstacle courses. Children are aware of wearing hats and putting on sun cream regularly; previous topics have included health and bodily awareness. They have access to tools and materials during free play and in planned activities.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children paint and print to express their own ideas, they use materials freely and competently manage scissors and glue. They draw, colour and write at any time during free play. They spend time creating individual pictures, often sharing their ideas with a friend. Children are encouraged to recognise sound patterns using musical instruments; they sing well and quickly learn new songs. They create and extend imaginary role play situations and become fully engrossed in their play.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following
- develop the planning for activities to show how older or more able children can be challenged
- involve parents in the assessment process and use children's records of development to inform future planning.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.